DOCUMENT RESUME

ED 125 796 32 RC 009 276

TITLE	Migrant Education in Missouri, 1974. State Annual Evaluation for Migrant Programs, Title I, ESEA for Fiscal Year 1974.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Instruction.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Nov 74
NOTE	89p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Academic Achievement; Ancillary Services; Community Involvement; Demonstration Programs; *Educational Assessment; Elementary Secondary Education; Health Services; *Migrant Education; *Program Effectiveness; Program Evaluation; *State Programs; Student Attitudes; Summer Schools; Tables (Data); Tutorial Programs
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *Missouri

ABSTRACT

During fiscal year 1974, the program aimed to: identify migrant children in the State, provide a complete educational and health record for each child identified, raise or maintain the students' educational level, screen the children for health problems and arrange for health services as needed, increase parental involvement, expand the Career Development Program, improve the quality of the Migrant Center's staff members, and research existing Career Development programs for their contribution to migrant education. A total of 2,304 students participated in the program. Evaluation data were obtained from the Migrant Center staff, records, reports, test results, and on-site interviews with administrators, tutors, and students. The Wide Range Achievement Test was used to evaluate student achievement in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale of Student Attitudes. Findings showed that the program was meeting all except the last objective. This report includes data on the: children served, exemplary programs, inservice training, special and supportive services, resource center library, program effectiveness and integration, relationship with the regular Title I program and with other programs, community involvement, nonpublic school participation, dissemination, and summer school program. (NQ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED127796

MIGRANT EDUCATION in MISSOURI 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FOR FISCAL YEAR 1974

STATE OF MISSOURI

MISSOURI STATE DEPARTMENT OF EDUCATION
ARTHUR L. MALLORY, Commissioner of Education
Jefferson City, Missouri

ED009276

ANNUAL EVALUATION OF MISSOURI'S EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN TITLE I, ESEA, FOR THE 1974 FISCAL YEAR

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Dr. Arthur L. Mallory, Commissioner

DIVISION OF INSTRUCTION

P. J. Newell, Jr., Assistant Commissioner

Otis Baker, Coordinator, Public Law 89-10

A. E. Beach, Director, Title I, ESEA

Gary W. Brummitt, Evaluation Supervisor, Title I, ESEA

GRANT AWARD

to

Southeast Missouri State University
Cape Girardeau, Missouri 63701
Dr. Mark F. Scully, President

Director
Dr. Wayne R. McElroy
Educational Program for Migrant Children of Missouri

EVALUATION COMMITTEE

Chairman, Dr. William C. Hoover, Southeast Missouri State University
Gary W. Brummitt, Evaluation Supervisor, Title I, ESEA
Miss Jeannette Haubold, Teacher, New Madrid School District
Mr. Donald R. Ward, Director of Elementary Education, Kennett

November, 1974

ACKNOWLEDGMENT

An evaluation of this kind cannot be done without the aid of many people. The Evaluation Committee came in contact with many persons during the evaluation of the Migrant Program. The interest and assistance of these persons are herewith gratefully acknowledged. To single out each individual would be impossible; however, special appreciation is extended to the following: Mr. Gary W. Brummitt, State Department of Education for his assistance; Dr. Wayne R. McElroy and the entire Migrant Center staff for their cheerful cooperation, with special thanks for Mr. Dale Quinn's efforts and to Mrs. Virginia Boren for typing the report.

Dr. William C. Hoover, Chairman
Evaluation Committee

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	1
II.	STAFFING THE EDUCATIONAL SERVICES AND RECORD CENTER	4
III.	PROGRAM OBJECTIVES	7
IV.	EVALUATION PROCEDURES	11
V.	CHILDREN SERVED	13
VI.	INSERVICE TRAINING	21
VII.	SPECIAL SERVICES	25
VIII.	SUPPORTIVE SERVICES	31
IX.	RESOURCE CENTER LIBRARY	35
X.	PROGRAM EFFECTIVENESS	38
XI.	PROGRAM INTEGRATION	39
XII.	RELATIONSHIP WITH REGULAR TITLE I PROGRAM	40
XIII.	COORDINATOR WITH NON-TITLE I PROGRAMS	41
XIV.	COMMUNITY INVOLVEMENT	42
XV.	NON-PUBLIC SCHOOL PARTICIPATION	43
XVI.	DISSEMINATION	44
XVII.	CONSTRUCTION AND EQUIPMENT	45
XVIII.	EXEMPLARY PROGRAMS	46
XIX.	PROGRAM CRITIQUE	56
XX.	SUMMER SCHOOL PROGRAM	62
XXI.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	68
	APPENDICES	72

LIST OF TABLES

TABLE		PAGE
I.	SERVICES PERFORMED BY THE EDUCATIONAL SERVICES AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE	16
II.	PARTICIPANTS BY ACTIVITIES	18
III.	STUDENTS PARTICIPATING IN PROJECT BY GRADE LEVELS	19
IV.	UNDUPLICATED PARTICIPATION OF STUDENTS FOR THE TOTAL PROJECT	20
V.	AREA WORKSHOPS	22
VI.	FAMILY CONTACTS MADE BY SOCIAL WORKERS	30
VII.	HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1974 FISCAL YEAR	33
VIII.	MATERIALS AND EQUIPMENT LOANED FROM RESOURCE CENTER LIBRARY FOR 1973-74 SCHOOL YEAR	37
IX.	RESULTS OF ALL TESTS COMBINED FOR EACH SCHOOL	48
X.	RESULTS OF EACH UNIT TEST FROM ALL STUDENTS IN ALL SCHOOLS	49
XI.	CALIFORNIA PRE-SCHOOL TEST RESULTS FOR STUDENTS IN "GET READY" PROGRAM	52
XII.	PRE-SCHOOL EVALUATION CHECK-LIST	53
XIII.	SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED	59
XIV.	WRAT TEST RESULTS FOR EACH GRADE LEVEL DURING THE REGULAR PROGRAM	60
XV.	SCALE OF STUDENTS ATTITUDES' RESULTS BY GRADE LEVEL FOR THE REGULAR PROGRAM	61
XVI.	SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING AND ARITHMETIC WERE ADMINISTERED FOR SUMMER PROGRAM	65
XVII.	WRAT TEST RESULTS FOR EACH GRADE LEVEL FOR THE SUMMER PROGRAM 1973-74	66
XVIII.	SCALE OF STUDENT ATTITUDES' RESULTS BY GRADE LEVEL FOR THE SUMMER PROGRAM	67

TABLE OF FIGURES

FIGURE		PAGE
I.	ORGANIZATION OF STATE DEPARTMENT OF EDUCATION FOR ADMINISTRATION OF ESEA, TITLE I MIGRANT PROGRAM	3
II.	MAP OF MISSOURI SHOWING THE TEN CONGRESSIONAL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN IN EACH COUNTY	15

I. INTRODUCTION

In today's educational scheme, where the school system is designed for a reasonably affluent and stable population, and where changes are being made rapidly, the migrant child fares badly and has a difficult time just trying to survive. His mobility forces him into trying to cope with situations almost beyond his capacity. This situation in which he finds himself, that of continuous transfer from school to school, is not conducive to receiving a good education. With little support from his family, his chances at becoming successful have been limited. In fact, if something had not been done to aid his formal education, the migrant child would have been hard-pressed to receive a formal education to almost any degree of success.

In 1965, Congress passed the Elementary and Secondary Education Act, P.L. 89-10. The purpose of this law was to provide monies to aid in the education of the disadvantaged children in schools throughout the nation. This act was later amended (P.L. 89-750) to include the migrant agricultural workers.

A survey, conducted in February of 1967, by the State Department of Education, State of Missouri, revealed that there were sufficient numbers of migrant children in Missouri to justify some type of education program. The State Department of Education contracted with Southeast Missouri State University to make a study of migrant children and to write a program for the State of Missouri. After completion of the study, a project was written which established the Educational Services and Record Center located at Southeast Missouri State University in Cape Girardeau. The purpose of the

Center was to develop and administer migrant educational services for the State of Missouri.

Authorization to establish the Center has been approved each year since its beginning. Authorization comes from the Missouri State Department of Education under Title I, Public Law 89-10, as amended by P.L. 89-750, P.L. 90-247, P.L. 91-230, and P.L. 92-318 (Sec. 20 U.S.C. Section 241e -c-).

The administration of the program for the State Department of Education is the responsibility of the Coordinator of ESEA, Mr. Otis Baker. The State organizational chart indicating the placement of migrant administration in the State organizational structure can be found in Figure I.

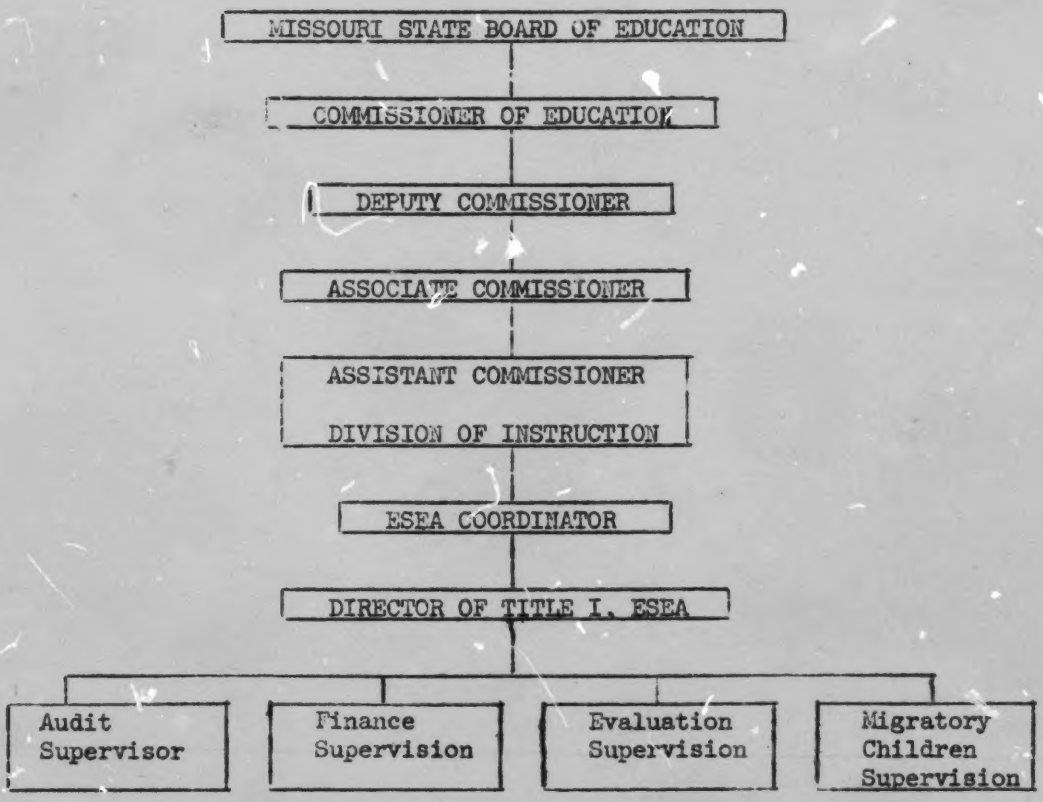
The Director of the Migrant Center is Dr. Wayne R. McElroy.

FIGURE I

ORGANIZATION OF STATE DEPARTMENT OF EDUCATION

FOR ADMINISTRATION OF

ESEA, TITLE I MIGRANT PROGRAM



II. STAFFING THE EDUCATIONAL SERVICES AND RECORD CENTER

The personnel who staff the center and the job description of each is as follows:

Director. His duties consist of (1) directing and coordinating the migrant program for Southeast Missouri State University, and (2) program development including pilot programs that have promise of success.

Coordinator. One whose responsibility is to provide in-service training through workshops, individual conferences and on-the-job training. He assists local school districts in identification of migrant children, up-dates records of these children, and carries on the general development of educational programs and supplementary services.

Guidance Counselor. Collaborates with other disciplines in utilizing expertise in individualizing an educational program for migrant students based on emotional, intellectual and behavioral limits. Coordinates psychological-educational testing and relates findings on a meaningful level to the reading clinician, social worker, health nurse, and school personnel.

Reading Clinician. Diagnoses reading difficulties and writes prescriptions for use of migrant teachers in correcting the difficulties. Supervises the reading programs for migrants and coordinates L.E.A. reading efforts with existing programs.

Social Worker. One who establishes and maintains contact with parents, children and the schools. She advises parents and school authorities of existing services and resources for migrant children, and assists migrant families in obtaining them. (A second, full-time social worker was secured in March, 1974).

Librarian. One who selects library resources and instructional materials. Annotates and catalogues all materials so tutors and teachers of migrant children will be able to utilize available materials. Supervises the circulation procedures of both instructional and audio-visual materials.

Mathematics Specialist. Assists the migrant teachers with their computational skills instruction. Is responsible for MSRTS in the Northern half and Southwest corner of Missouri.

Registered Nurse. Screens the migratory children for health defects so they may be referred to medical doctors, dentists and others as the need arises. Provides the Migrant Director with recommendations for needed health services. Provides L.E.A. with data on health services available to migrants through other agencies.

Terminal Operator. A trained staff member who relays data between schools and the National Migrant Data Bank in Little Rock, Arkansas, via teletype. The Center has three persons fully trained as terminal operators.

Secretary. The Migrant Center has three secretaries, one of which is half-time only. They do all of the secretarial work needed for the program under the direction of the Director at the Center. They also serve as Terminal Operators and are fully qualified for their positions.

Further Definitions

Migrant Tutor. A teacher hired by the local school district and supported by the Migrant Center to instruct those migrant students in need of the special instruction provided through the tutorial program.

The Tutorial Program. The Educational Services and Records Center provide funds to employ tutors in the several school districts who have

large numbers of migrant students enrolled. Tutors provide remedial instruction to small groups for short periods during the school day. Since the program is designed to supplement rather than supplant, a student is in the traditionally organized classroom during the regular instructional period. He receives his supplementary instruction at a time other than that scheduled for the usual classroom activities.

Migrant Child

A. Interstate. A child who has moved with a parent or guardian within the past year across State boundaries in order that the parent or guardian might secure temporary or seasonal employment in agriculture or related activities.

B. Intrastate. A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent or guardian might secure temporary or seasonal employment in agriculture or related activities

C. Five Year Migrant. A child who has been as interstate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

III. PROGRAM OBJECTIVES

Objectives as Related to Special Educational Needs of Migrant Children

The immediate objectives of the program were:

1. Identify migrant children as they enter the State of Missouri.
2. Provide, through the National Data Bank, a complete educational and health record for each migrant child identified.
3. Raise and/or maintain the educational level of migrant students.
4. Screen migrant children for health problems and arrange for health services as needed.
5. Increase parental involvement and understanding of the child's educational experience.
6. Expand the number of school utilizing the career development program.
7. Improve the quality of migrant staff members employed at the Migrant Center.
8. Research existing Career Development Programs for their contribution to migrant education. Assess migrant students in terms of their interests and abilities in various careers. Apply findings to existing career development operations in Missouri and furnish a basis for writing and validating career development educational materials which will be appropriate for future use with migrants in Missouri and the United States. The Middle School years, grades 6, 7, and 8 will be the focal point for this effort.

A description of how each objective was to be met is given below.

Objective 1. All L.E.A.'s requesting Title I funds from the State Department of Education are required to list the number of migrants enrolled

in their school as of the date of request. This canvas will furnish the Migrant Center with the number of migrants and their geographical locations. Areas with high concentrations of migrants will be provided workshops on how to identify migrants, how to keep updated records and how to receive services from the Migrant Center.

Objective 2. All L.E.A.'s identifying migrant students will be given in-service training on the mechanical operation of the uniform migrant record. A representative from the Migrant Center will maintain contact with personnel completing records throughout the year so that all records are in compliance with the National Data Bank procedure.

Objective 3. Schools will be encouraged to administer achievement tests and make educational assessments of migrant children's needs. Supervision will be provided by the Migrant Center to facilitate educational assessments.

The services the Center will be prepared to offer are:

a. Special materials to regular classroom teachers having difficulty meeting special requirements of a given migrant student.

b. Diagnostic services provided by a visiting team from the Migrant Center.

c. In areas having high concentration of migrants, special tutorial services will be provided.

d. Professional assistance will be made available to the teachers or tutors of migrant students in the area of communication and computational skills.

Summer schools will be provided to those school districts demonstrating an influx of migrants during the summer and who have no other funds to

conduct such schools. The same Migrant Center resources will be available to the summer programs as those in the fall and spring.

Objective 4. Provided funds are not available from any other source, health services such as dental care, eye glasses, hearing aids, immunizations and vaccinations, emergency treatment and surgical care will be available to all migratory children in the State. In districts where there are no nurses employed the Migrant Center's nurse will assist in working up referrals.

Objective 5. The diagnostic team will work with both schools and parents. Home visitation by the team's social worker will be conducted for all students evaluated. The Migrant Center's social work will do home visitations as needed apart from the diagnostic team's efforts. She will work with school personnel and assist them with home visitations so the number of school and parent contacts can be increased.

Objective 6. The prime responsibility for this objective will rest with the guidance counselor. She will assist the local schools in establishing career development programs. She will also review and select appropriate materials to be used.

Objective 7. The quality of performance by migrant staff members will be upgraded in the following manner:

a. Terminal operators will attend workshops conducted by the National Data Bank in Little Rock, Arkansas.

b. It is anticipated that the Migrant Data Bank will continue to send field supervisors to the terminal sites.

c. Professional employees will be encouraged to maintain skills and insights concerning migrants through :

(1) attendance of meetings at the national, state and local levels which pertain to their respective disciplines and,

(2) attendance of workshops planned specifically by and for migrant educators at the national, regional or local levels. Staff members will also be encouraged to visit migrant programs in surrounding states to review efforts which might be feasible for use in Missouri.

Objective 8. A full-time guidance counselor will be employed to do a historical research of Career Development. This research will include a survey of "ERIC" documents, other library resources, and on-site visitations of those programs holding special promise. Tools for assessing migrants interests and abilities will be researched with the purpose of identifying existing tools or the development of new ones.

IV. EVALUATION PROCEDURES

An evaluating team of three people, coordinating efforts with the evaluation staff of the Missouri State Department of Education, conducted the evaluation of the program.

The evaluation included information such as:

1. An unduplicated count of children participating
2. Innovative projects
3. Most pressing educational needs
4. Objective measurements
5. Subjective measurements
6. General program effectiveness
7. Personnel and personnel training
8. Inter-relationship with regular Title I, ESEA program
9. Coordination with other programs
10. Community involvement
11. Non-public school participation
12. Major problem areas

The period of time covered in the evaluation was from July 1, 1973 through June 30, 1974, and the 1974 Summer Program.

The evaluation was based on information obtained from the Migrant Center staff, records, reports, test results, and on-site interviews with administrators, tutors, and students in the various school districts.

Evaluation Analysis

The evaluation was to show the results the migrant program had upon the performance of the migrant children for the 1973-74 school year. The plan was to measure the learning levels at the beginning of the 1973-74 school year, then measure the levels again at the end of the same school year. This would give the difference in gain or loss in performance.

Pre and post-tests were given to evaluate results in reading, spelling, and arithmetic. The instrument used for these tests was the Wide Range Achievement Test (WRAT). A more refined test was used for diagnostic purposes. The WRAT test was used because of the ease in administration, the limited time it requires for administration, and because it enjoys a positive correlation with other nationally recognized achievement tests that are more time consuming.

Further evaluation of students was accomplished by assessing student attitudes at the beginning and at the end of the year. This was done by using a scale of Student Attitudes. A copy of this scale can be found in Appendix A.

V. CHILDREN SERVED

The total number of children enrolled on the National Migrant Data Bank who were identified as migrants in the State of Missouri was 2,304. This is a decrease in the number from last year of 263 children. The children are located in fourteen counties with the vast majority located in what is known as the "Bootheel" which is the Southeast corner of the State.

The initial identification of migrant children is the responsibility of the local school districts. Personnel from the Migrant Educational Services and Record Center worked with school districts in locating these children.

Figure II is a map showing the geographical location of migrant children throughout the state. Referring to the density of the migrant population, it might be well to note that over one-half (1,182) of all the migrant children identified live within the borders of the two counties of Pemiscot and New Madrid.

Services not available from other sources were provided through the Migrant Center. Examples of these services were: (1) 849 students were enrolled in the regular tutorial program, (2) 14 students were enrolled in a pre-school "Get Ready" program, (3) 193 children were provided health services, (4) 74 children were enrolled in the regular summer programs, (5) 99 children were enrolled in the summer program "Ride-the-Reading-Rocket."

Table I gives the breakdown of the services performed by the Educational Services and Records Center.

Table II lists the different activities and participants in each. This is a duplicated count of students.

Table III shows the number of students from each grade level who participated in the regular year programs and the summer program.

Table IV gives an unduplicated count of all students participating in the total project.

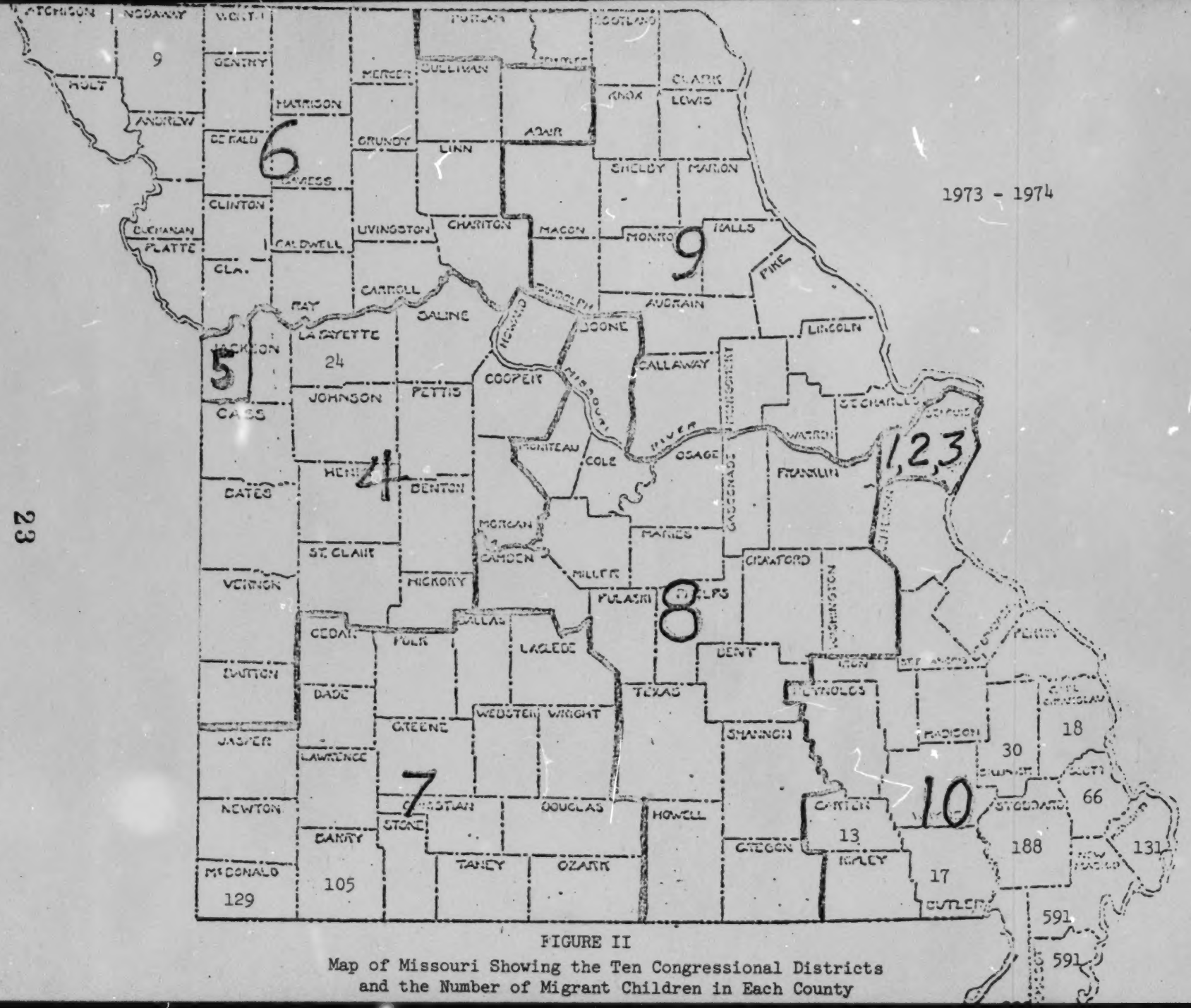


FIGURE II

Map of Missouri Showing the Ten Congressional Districts and the Number of Migrant Children in Each County

TABLE I

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES
AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Math Specialist	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Library Materials	Health Services
Bell City	X		X		X		X	X
Bernie	X	X	X	X	X		X	X
Bloomfield						X		X
Caruthersville 18		X	X					
Charleston			X		X			X
Clarkton	X	X	X		X		X	X
Cooter	X	X		X	X	X	X	X
Dexter	X						X	
Doniphan							X	
East Prairie	X	X	X	X	X		X	X
Exeter		X					X	
Gideon	X	X	X	X	X	X	X	X
Jackson	X							X
Kennett 39			X		X			
Lexington	X	X					X	X
McDonald	X	X					X	
Malden	X	X	X	X	X	X	X	X
Monett	X	X	X				X	X
Neelyville							X	

TABLE I (cont'd)

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES
AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Math Specialist	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Library Materials	Health Services
New Madrid	X	X	X	X			X	X
Nodaway-Holt	X						X	
N. Pemiscot	X	X	X		X	X	X	X
Oran	X	X		X	X	X	X	X
Pemiscot C-7	X	X				X	X	X
Pemiscot R-III	X			X		X		X
Puxico	X	X	X	X			X	X
Risco	X	X		X	X		X	X
Scott Cy. R-4			X		X		X	
Senath	X	X		X			X	X
S. Pemiscot	X					X	X	
Southland	X	X		X	X	X	X	X
Twin Rivers	X						X	
Van Buren	X						X	
Waverly (Santa Fe R-10)		X						
Wellington-Napoleon	X	X					X	X
Woodland							X	
Zalma	X		X		X		X	X

TABLE II

PARTICIPANTS BY ACTIVITIES

Activity	Public Schools*		
	Grades K-6	Grades 7-12	Ungraded
Basic Skills	692	124	33
Parent Programs	12	0	0
Special Health Services	160	33	0
Pre-School	12	0	0
Summer	173	0	0
Tutorial	692	124	33
Career Development	0	140	0
Materials Center	1736	360	0

*There were no private schools involved

TABLE III

STUDENTS PARTICIPATING IN PROJECT BY GRADE LEVELS*

GRADE LEVEL	REGULAR YEAR	SUMMER
Pre-Kindergarten	14	
Kindergarten	11	3
Grade 1	76	12
Grade 2	117	90
Grade 3	140	25
Grade 4	118	26
Grade 5	129	10
Grade 6	101	7
Grade 7	50	
Grade 8	61	
Grade 9	11	
Grade 10	2	
Grade 11	0	
Grade 12	0	
Ungraded	33	
TOTAL	863	173

*All students who participated in project were in public schools

TABLE IV

UNDUPLICATED PARTICIPATION OF STUDENTS FOR THE TOTAL PROJECT

GRADE LEVEL	ENROLLED IN PUBLIC SCHOOLS*
Pre-Kindergarten	14
Kindergarten	12
Grade 9	82
Grade 2	161
Grade 3	152
Grade 4	131
Grade 5	134
Grade 6	104
Grade 7	50
Grade 8	61
Grade 9	11
Grade 10	2
Grade 11	0
Grade 12	0
Ungraded	33
TOTAL	947

*Only students enrolled in public schools participated in project

VI. INSERVICE TRAINING

The Migrant Center staff was deeply involved in inservice training of its personnel and others who were involved either directly or indirectly with the program.

Areas of the program where all members of the staff were involved included reading, math, records, administration, mental health, teachers and teacher aides, creativity and individualization of instruction. Numberous workshops were held in each area.

Each workshop was evaluated by the participants. A rating scale of one through ten was used with one representing a poor rating and ten representing an excellent rating.

The instrument used for evaluating these workshops is found in Appendix B.

Table V shows the different workshops, dates held, location, and rating given to each.

TABLE V

AREA WORKSHOPS

WORKSHOP	LOCATION	DATE	NUMBER ATTENDING	RATING
READING	Braggadocio	8-27-73	36	8.49
	Gideon	8-28-73	15	9.65
	Neelyville	8-29-73	29	9.13
	Dexter	8-30-73	30	8.85
	East Prairie	8-31-73	21	8.72
	Senath	12-3-73	19	8.79
	East Prairie	12-10-73	24	9.53
	Bernie	1-28-74	24	8.65
	Puxico	2-4-74	24	9.33
MATH	Wardell	11-30-73	24	8.75
	Brosley	12-7-73	18	9.41
MENTAL HEALTH	Braggadocio	3-26-74	45	7.85
	Gideon	3-27-74	42	8.70
	East Prairie	3-28-74	30	8.75
	Dexter	4-2-74	24	8.62
RECORDS	Monett	4-9-74	7	----
	Sikeston	3-7-74	55	----
ADMINISTRATION	Sikeston	8-21-73	46	----
TEACHERS AND TEACHER AIDES ON CREATIVITY AND INDIVIDUALIZED INSTRUCTION	Clarkton	4-29-74	87	7.55
	East Prairie	4-30-74	22	7.16
	Bernie	5-1-74	18	7.65
	Senath	5-3-74	30	8.02
RIDE THE READING ROCKET	Gideon	6-13-74	8	----

Aside from these workshops, the staff members attended workshops, professional meetings, and conferences which pertained to their own particular area of endeavor. These are listed below.

The Guidance Counselor

1. attended twenty-five workshops on reading, math, mental health, career development, and early childhood education.
2. held, or took part in, twelve Career Development workshops in public schools, Southeast Missouri State University, Special School Districts and MVA at Columbia, Missouri.
3. attended ten professional meetings.

The Reading Clinician

1. attended eight (8) International Reading Association meetings, one of which was the National meeting in New Orleans, La.
2. attended two Shedd's Reading Program workshops
3. attended two Sequential Skills workshops
4. attended one Title I Mental Health workshop

The Social Workers

1. attended four meetings of SEMO Association of Social Workers

The Math Specialist

1. attended SEMO Teachers of Math Association in November
2. attended the MAA State Regional Meeting

The Librarian

1. attended five Reading workshops
2. attended Math workshops in December, 1973
3. attended Career Development workshops both in public schools and at Southeast Missouri State University

The following were out-of-state workshops attended by Migrant Staff personnel:

1. July, 1973. Records Workshop at Chicago, Illinois attended by the Director, Coordinator, and Terminal Operators.
2. August, 1973. Records Workshop at the National Data Bank in Little Rock, Arkansas, attended by the Coordinator and Terminal Operators.
3. March, 1974. Records Workshop at the National Data Bank in Little Rock, Arkansas, attended by Coordinator and Terminal Operators.
4. May, 1974. National Migrant Conference, San Diego, California attended by the Director and Coordinator.

VII. SPECIAL SERVICES

The purpose of the migrant program is to help migrant children in their educational endeavor. In so doing, the social, emotional, and physical well-being of each migrant child becomes an important part of the effort.

The Migrant Center provided services to accommodate this phase of the program. This was done through the work of a guidance counselor, reading clinician, two social workers (one was not hired until March, 1974), and a mathematics specialist. At times these staff members worked together. At other times they worked on an individual basis.

Listed below is the staff member and the services rendered by that member.

The Guidance Counselor. The guidance counselor was both a consultant and a participant in the public schools serving migrant children. Aside from the workshops mentioned in Chapter V, the guidance counselor was involved in the following activities:

1. Wrote five major proposals for Career Development on National and State levels, High School Equivalency, and Manpower Development Training Act.
2. Assisted in writing three minor proposals for "Get Ready" program and Summer Programs for migrant students.
3. Iniated seven Career Development programs in junior-senior high schools and supervised these programs throughout the year.
4. Modified the Guide, "Basic Skills Approach to Career Development." Modified and re-wrote testing program for the guide.

5. Wrote a Career Development Resource Guide, "Occupational Information Resource Guide."
6. Held 11 conferences with public school administrators to discuss the migrant program as a promotional effort.
7. Aid special counseling with junior and senior high school students.
8. Supervised eight teachers in Career Development with 140 migrant students. Evaluated students with pre and post-tests.
9. Conferred with school staffs concerning behavioral problems of students.

The Reading Clinician. Diagnostic tests were given in 13 schools by the reading clinician. Afterward, a follow-up visit was made to each school where the reading clinician went over the tests of each student with the teacher and made recommendations for materials to be used with each individual student.

Other specific things accomplished by the reading clinician during the year were:

1. Planned and conducted five (5) reading workshops.
2. Assisted in Career Development workshop at Columbia, Missouri.
3. Participated in mother's groups for Early Childhood program.
4. Made parental contacts in six towns to explain the "Ride the Reading Rocket" program
5. Supervised nine college students who worked in the "Ride the Reading Rocket" program,
6. Made 241 contacts with schools to offer service and help with academics, materials, and records.

The Social Workers. One social worker worked on a half-time basis for the entire school year. The other social worker was employed in March, 1974, thus limiting the services somewhat. However, much was accomplished by the social workers. They strove to facilitate communication among the school, community, and migrant families in order to increase the educational and social adjustment of the migrant child. The following functions were used to accomplish this goal:

1. served as a liaison between the home, school, and community in order to help the migrant child benefit from his potential in his school environment
2. participated in family counseling regarding problems in child-rearing, school performance, and family relations
3. fostered better school-parent relationship with more involvement by the migrant parents in their children's educational experiences

Other specific services by social workers were:

1. worked closely with the "Get Ready" Program, which was for pre-school migrant children
2. worked with mother's groups for more parental involvement
3. participated in two orientation workshops for personnel of the pre-school programs
4. spoke to college class at Southeast Missouri State University about the migrant program
5. made several visits to the Sikeston Diagnostic Clinic to confer with Psychiatric Social Worker on different behavior patterns of children

6. counseled with migrant families on family budgeting, especially important to those receiving food stamps

Aside from the above mentioned services the social workers made direct family contacts with migrant families. Table VI shows the contacts made by the social workers.

The Mathematics Specialist. The math specialist for the Migrant Program helped conduct the general workshops listed in Table V, Chapter VI. In addition to this he provided the following service:

1. assisted 13 schools in the Bootheel area with children with special math problems
2. conducted math readiness tests in 18 schools
3. administered Interest Inventories in three schools
4. set up program in Lexington, Missouri for apple pickers
5. administered programs at Nodaway and Tarkio
6. visited nine schools in Southeast Missouri, some as many as six times
7. established new programs in McDonald County consisting of seven school districts
8. visited ten schools regarding the possibility of migrant students

Librarian. The librarian provided programs for the preschool Mothers Group. A collection of books was prepared for mothers to borrow to read to their children.

Services were also available to on-campus instructors at the University and teachers-in-training on a highly restrictive basis. These services

were always secondary to the needs of the migrant teachers. Usually service was given on a small group or individual basis.

Other services provided through the Library were:

1. aided social workers workshops in March, 1974
2. selected materials for teacher use in Preschool Workshop in May, 1974. Librarian conducted demonstration
3. aided staff in finding library materials for Follow-Through Workshops in October, 1973 and January, 1974
4. Librarian provided slide presentation to Missouri Library Association in Workshop at Columbia June, 1974
5. Librarian made presentation at Missouri Vocational Association, Columbia in July.

TABLE VI

FAMILY CONTACTS MADE BY SOCIAL WORKERS

SCHOOL	HOME VISITS	MOTHER'S GROUP PRE-SCHOOL
COOTER	3	
EAST PRAIRIE	1	
GIDEON	41	84
MATTHEWS	29	
ORAN	6	
PORTAGEVILLE	1	
RISCO	10	
SENA[illegible]	6	

COLLATERAL CONTACTS AND REFERRALS

Sikeston Diagnostic Clinic	11
SEMO Mental Health Center, Kennett	9
Learning Improvement Center, Canalou	1
Lutheran Family Service, Cape Girardeau	2
Dunklin County Welfare, Kennett	2
Child Study Center, Southeast Missouri State University	1
New Madrid Health Center, New Madrid	4
University of Missouri Extension, Kennett	2
Hayti Hospital, Hayti	1
DELMO Health Office, Lilbourn	1
New Madrid County Welfare	1

VIII. SUPPORTIVE SERVICES

During the year, services including dental examinations and repair; visual screening examinations, and glasses, physical examinations by a physician; audio screenings and referrals; immunization programs; provision for medication prescribed by a physician; care of emergency health problems; and surgical intervention were provided for 193 migrant children in Missouri.

The Migrant Center had on its staff a registered nurse. It was through her position that the above services were rendered.

Home visits were a part of the services provided on request by the school districts or if the Migrant Center staff felt there was a need for the contact. However, supportive services relied mainly on the district school nurses for referral of health problems to the Migrant Center health nurse.

The number of children served declined from last year by six. This is not a great number and again, as with last year's decrease over the year before, the reason was because most effort toward these services was aimed at the one-year migrant child first. Services were still available to the five-year migrant but only after the one-year migrants were served.

Plans were made for a Workshop on Student Records for the school nurses, but it failed to materialize because of computer problems. This workshop is again being planned for 1974-75. The reason for the workshop is to help nurses with records and encourage early screening of children.

It was found that the greatest health problem was found to be in the area of dental health.

Table VII shows the various health services rendered to migrant children through the Migrant Center for 1974 fiscal year.

A copy of the Health Service Policies Statement describing the purpose, qualifications, eligibility, and types of services available can be found in Appendix C. Examples of the Health Referral Form and Instructions are shown in Appendix D.

TABLE VII

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MIGRANT CENTER PROGRAM FOR THE 1974 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Services Rendered to All Children*	Total Served	Estimated Cost Not Complete at This Time**
Elem.	H.S.		Dental	Visual	Physical	Other			
1		Bell City				Audio-1	$ 0	1	$ 0
3		Ccoter	2	1			63.00	3	40.00
7	3	East Prairie	3	5	2		375.00	10	165.00
7	2	Jackson	11	3	3	Bone-1	1176.00	12	20.00
2	3	Charleston	1	4		Medication-1	61.14	5	135.00
6		McCarty R-III	2			Medication-3 Accident-1	108.75	6	
	1	Melden		1			42.00	1	
3		Oran		3			174.00	3	
2		Lexington	2				47.00	2	
37	1	New Madrid	7	16	7	Medication-16 Vocal-1 Audio-3	589.32	38	465.00
20	3	North Pemiscot	16	5	2		807.45	23	301.00
3		Delta C-7		3			111.50	3	
1		Puxico	1				221.00	1	
18	1	Risco	1	8	1	Medication-3 Audio-1 Screening-15	284.31	19	220.00
15	3	Southland	3	13	1	Audio-1	572.00	18	75.00
2	1	Zalma		1		Accident-1 Referred Crippled Children	144.50	3	
2		Bernie	2					2	44.00

TABLE VII (cont'd)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MIGRANT CENTER PROGRAM FOR THE 1974 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Services Rendered to All Children*	Total Served	Estimated Cost Not Complete at This Time**
Elem.	H.S.		Dental	Visual	Physical	Other			
31	12	GIDEON	22	24	14	Audio-2 Cardiac-1 Urologic-1 Surgery-1 Medication-2 Immune-14	$1839.11	43	$ 220.00
160	33		73	87	30	69	$6616.08*	193	$1685.00**

* Total cost represents the amount actually paid for services.

** Estimated cost represents the cost of services which had not been paid at time of this evaluation.

The total amount of money encumbered for the 1974 Fiscal Year is $8,301.08.

IX. RESOURCE CENTER LIBRARY

The library houses all textbooks, library books, filmstrips, cassettes, games, etc. for the migrant program. It is located on the University Campus in Kent Library. The staff consists of one certified librarian and two library aides. Delivery of materials is done by scheduling deliveries throughout each month.

The library, although still small, was expanded this past year to give more space for storage of materials. It is well-supplied with the different materials needed by tutors in the field. Listed below are the holdings of the Resource Center Library.

Books (figure includes multiple copies of titles)	2[illegible]00
Filmstrips	693
Sound Filmstrips	790
Controlled Reader and Tach-X Filmstrips	198
Audiotapes, cassette	991
Audiotapes, reel	700
Films-16mm	56
Films-8mm	62
Phonodisc	126
Read-Along Kits	172 kits
Study Prints	368
Educational Games, Language Master Sets, etc.	650

Equipment for use with above materials varies from 3-39 of each

Selection of library materials and equipment is a team effort. Most of the professional staff is involved in selection to some degree. The Librarian supplements and coordinates the selection by other staff members. She is responsible for keeping track of and reordering consumable materials.

The Library is responsible for the preparation of an annotated catalog listing and describing all materials and equipment available for loan to migrant teachers and schools qualified to use migrant program services. During the 1973-74 school year the Library revised this catalog.

Newsletters prepared by the Librarian were sent to participating teachers in September 1973 and February 1974 to inform them of new materials and services available from the Library.

Table VIII shows the materials and equipment loaned from the Library for the year 1973-74.

TABLE VIII

MATERIALS AND EQUIPMENT LOANED FROM
RESOURCE CENTER LIBRARY FOR 1973-74 SCHOOL YEAR

Books	10,100	
Equipment		
Controlled Reader	14	
Tach-X	16	
Record Player	6	
Language Master	6	
Listening Stations	4	
Tape Recorder-Cassette	46	
Tape Recorder-Reel	8	
Filmstrip Projector	18	
Filmstrip Previewer	12	
16mm Projector	3	
Super 8mm Projector	7	
Ear Phones	19	
Materials		
Controlled Reader Filmstrips	66	sets
Tach-X Filmstrips	28	sets
16mm Films	60	
Super 8mm Film Loops	85	
Filmstrips	431	
Flash-X Cards	16	bx.
Games	595	
Kits (language, math, misc.)	137	
Language Master Cards	25	bx.
Phonodiscs	65	
Readalongs (all kinds)	578	
Study Prints	39	sets
Audiotapes	43	sets
Audiotapes, Cassettes	637	
Transparencies	4	sets
Workbooks (reading, career development)	3747	

X. PROGRAM EFFECTIVENESS

One of the strengths of the migrant program is the migrant record system and the Migrant Data Bank located in Little Rock, Arkansas.

The effectiveness of the system has been improved from year to year. Workshops were held during the year for the purpose of teaching the proper procedure for record keeping, interpretation, etc. This brought about improvement in the understanding of the record system for the tutors (mainly, tutors new to the migrant program) and others involved in the program.

All terminal operators at the Migrant Center attended workshops in Chicago, Illinois, and Little Rock, Arkansas for the purpose of upgrading their skills and knowledge of the records system.

As in the past, individual instruction was stressed everywhere. With small numbers of students in each class this has been found to work very well.

Some new programs were tried this year with a large amount of success. The Career Development program was expanded to seven schools and proved to be successful. These programs are explained in Chapter XVIII.

XI. PROGRAM INTEGRATION

When a migrant student first entered a school his regular classroom teacher, the migrant tutor, and the counselor cooperated to find the educational needs of the student. Once the needs were established, the regular teacher and the migrant tutor continued planning the program to fit these needs. If it was found that the student needed extra help the tutorial services became available to him. These services were available to every migrant child in the school once his classification had been established. These services were in addition to his regular classroom activities.

When tutorial services were used, the migrant student was placed with a migrant tutor. Any information concerning this student was placed in the hands of the tutor. As the student progressed, his regular teacher was informed of his progress. Some students were able to leave the migrant tutor and return to their regular classes permanently.

In all of the school visited by the evaluating committee, it was found that the migrant program and the regular program correlated well. The tutorial program, as a supplemental program, complimented the regular classroom program.

In all cases where the school district could not furnish services needed by the migrant student, the Migrant Center made available its services. This falls, mainly, in the areas of health and social welfare.

It was found that migrant tutors, regular classroom teachers, and administrators worked well together to try to reduce the problems of the migrant children.

XII. RELATIONSHIP WITH REGULAR TITLE I PROGRAM

The relationship between the Migrant Program and the Regular Title I Program was the same it has been in the past. Any students who could receive services under the regular Title I Program were not eligible for those same services under the Migrant Program. When planning programs for the schools, great care was taken to avoid duplication of services. This was continuously guarded throughout the school year. However, where services were not available under the regular Title I program, or where services were lacking entirely, the Migrant Program became available to the students. Most of these services were found to be in the fields of Health, Diagnostic Work, Materials, etc.

The Migrant Center staff personnel was always available to schools. The relationship between the personnel of the public schools and the Migrant Center was found to be good.

XIII. COORDINATION WITH NON-TITLE I PROGRAMS

All migrant children were provided the same school services through district funds as those provided to all school children within the district.

Some special educational needs of migrant children were met by agencies outside the schools. Most of these needs were in the areas of dental and health care, glasses, clothing, etc.

Again, this year as with last year, it was difficult at times for the schools to communicate with the parents of migrant children as to what was available for the students. Some parents were reluctant to take advantage of all services available. This is being overcome with the continued help of the school district personnel, the Migrant Center personnel, and the introduction of programs such as the "Get Ready" program for pre-schoolers.

After checking with the different personnel and observing the program in action, it can be said that much progress has been made in the area of parental reluctance. This is still an area of concern.

XIV. COMMUNITY INVOLVEMENT

All segments in the communities were invited to participate in the Migrant Program. In some communities, businesses and service clubs provided aid in the way of glasses and clothing. Some interested parents provided transportation for migrant children in need of special services.

Parents of the pre-school migrant children were formed into a parents' group by the social workers and special classes were held for them. Transportation was furnished by the schools and meals were furnished by the Migrant Center. More on this program can be found in Chapter XVIII.

XV. NON-PUBLIC SCHOOL PARTICIPATION

There was no non-public school participation in the Migrant Program in the school districts reviewed in this area. The reason for this is that there are relatively few non-public schools operating in this area of the State which have any concentrated number of migrant children. However, all non-public schools were made aware of the availability of the services rendered through the program and the criteria used in identifying and classifying migrant children.

XVI. DISSEMINATION

Dissemination of information on the migrant program was done in several ways. Much of the information was disseminated through workshops conducted by the Migrant Center staff. Other ways of disseminating information about the program were:

1. Project evaluations were sent to each state having a migrant program as well as other schools.
2. Information was presented in radio programs and newspapers.
3. There were numerous large and small group meetings throughout the area.
4. Visitations were made by Migrant Center staff members to schools, service clubs, state teacher meetings, etc.
5. Publications distributed by the Migrant Center to schools, parents, etc.
6. Packets of materials were sent to schools throughout the state.
7. Speakers from the Migrant Center made presentations throughout the year to business organizations, service clubs, schools, etc.

XVII. CONSTRUCTION AND EQUIPMENT

Schools furnished the necessary facilities and utilities. In only two cases were the facilities found to be sub-standard. Most schools had good classroom facilities. From observation, it was found that facilities had been improved over those of last year. There was no construction, per se, of facilities for the migrant program within the local districts. Facilities can be classified as good in most cases.

Instructional equipment which was available to the regular classroom teacher was also available to the migrant tutor. The equipment ranged from 16mm projectors to cassettes, record players, etc. When equipment was not furnished by the school district, the Migrant Resource Center in Cape Girardeau furnished it where needed.

Southeast Missouri State University again provided the facilities for the Educational Service and Records Center and the Migrant Library.

XVIII. EXEMPLARY PROGRAMS

During the 1973-74 school year, there were three programs that were either new or expanded to meet the needs of students.

The Career Development programs, which began last year and instituted in three schools, were expanded to seven schools this year. All of the tests were refined and the programs themselves were re-evaluated by the staff at the Migrant Records Center and the tutors involved in the programs.

The program was again directed toward the middle years or junior high school age students. Some students in grade six were involved in the program.

Basically, the program was the same as last year with emphasis being on a pre-vocational curriculum built upon the basic skills approach with major emphasis upon personal development and choosing one's life style.

The major objectives of the program were:

1. Students Self-Appraisal
2. Concepts and Basic Skills
3. Transition and Evaluation: Student and Community

The units emphasized in the Career Development Program were:

1. What Kind of Jobs Can You Choose
2. What Can You Offer the World of Work
3. What Does the World of Work Offer You
4. Moving to a New Place
5. Looking For a Job
6. Using the Want Ads
7. Answering the Want Ads

8. Filling Out Forms - Application and Medical
9. The Interview
10. Selecting a Job
11. The First Day on the Job
12. Banking

Table IX gives the results of the tests as shown by each school.

Table X shows the results of each test taken by all students from all seven schools.

Because of the mobility of migrant studets each unit was set up in a two-week block of study. This was done with the hope that the students would benefit from units before having to move.

TABLE IX

RESULTS OF ALL TESTS COMBINED
FOR EACH SCHOOL

NAME OF SCHOOL	NUMBER OF TESTS GIVEN	PERCENTAGE		
		PRE-TEST MEDIAN	POST-TEST MEDIAN	PERCENT OF INCREASE
BRAGGADOCIO	108	79.73	88.06	8.13
COOTER	140	72.36	91.64	19.28
GIDEON	326	80.40	86.76	6.36
MALDEN	117	76.06	86.41	10.35
NORTH PEMISCOT	247	75.08	80.34	5.26
ORAN	69	75.22	81.36	6.14
SOUTHLAND	98	77.59	89.85	12.26
TOTALS	1105	77.11	85.97	8.86

TABLE X

RESULTS OF EACH UNIT TEST
FROM ALL STUDENTS IN ALL SCHOOLS*

UNIT TEST	STUDENTS TAKING TEST	PERCENTAGE		
		PRE-TEST MEDIAN	POST-TEST MEDIAN	PERCENT OF INCREASE
#1 What Kind of Jobs Can You Choose	119	66.59	80.14	13.55
#2 What Can You Offer The World of Work	116	87.60	92.70	5.10
#3 What Does the World of Work Offer You	114	86.59	93.83	7.24
#4 Moving to a New Place	112	83.70	89.04	5.34
#5 Looking for a Job	115	76.65	86.39	9.74
#6 Using the Want Ads	102	73.34	81.80	8.46
#7 Answering the Want Ads	93	63.39	76.83	13.44
#8 Filling out Forms- Application and Medical	93	75.25	82.30	7.05
#9 The Interview	68	77.35	85.38	8.03
#10 Selecting a Job	68	69.00	82.43	13.43
#11 The First Day on the Job	64	87.14	94.36	7.22
#12 Banking	41	77.15	85.63	8.48

*Schools involved in the program were Braggadocio, Cooter, Gideon, Malden, North Pemiscot, Oran, Southland.

The "Get Ready" Program, Gideon, Missouri

The "Get Ready" Program began in February 1974, and was an enrichment program for pre-school migrant children between two and five years of age. Although pre-school migrant children were the primary participants in this program, there were two other groups involved, namely, high school migrants and parents of the pre-schoolers. Parent-aides were employed to assist with the program. Other parents were encouraged to visit and observe the program in progress. High school migrant youths received practical experience with supervision in working with pre-school aged children. Transportation of the pre-school children was provided by contract with the Gideon Public schools.

Goals of the "Get Ready" program were:

A. Language Development through speaking, listening, and audio-visual aids

B. Motor Development through the use of educational toys and games.

C. Intellectual Development through exploration and experimentation and new experiences

D. Creativity through music, art, drama, and free play

E. Development of a positive self image

F. Learning how to cooperate through play activities

G. Good nutrition

H. Medical attention through examinations, treatment, etc.

I. Knowledge of time concepts

J. Knowledge of body image

K. Emotional Development

L. Cleanliness through better health habits and instruction.

The parents involved in this program attended workshops every week. This work was done mainly by the social workers. These workshops were on nutrition, dental health, medical health, etc., and in each workshop an outside resource person was brought in who was expert in the area of the workshop. Below is listed the workshops held for the parent group:

1. Presentations by nurse
2. Discussion of common problems of pre-schoolers
3. Learning activities
4. Health needs
5. Nutrition programs
6. Librarian's presentation of books
7. Medical insurance program

An evaluation was made on the children in the "Get Ready" program when it was completed. The instrument used was the California Pre-School Test. The results of this test can be found in Table XI.

An evaluation check-list was also used in the Pre-School Program in the different areas where the objectives were to be achieved. There was a pre-test to find out how many of the students were able to achieve the objectives in the beginning and a post-test to see what achievement had been made at the end. The results of this evaluationare found in Table XII.

TABLE XI

CALIFORNIA PRE-SCHOOL TEST RESULTS
FOR
STUDENTS IN THE "GET READY" PROGRAM

STUDENT NUMBER	PERCENTAGE		
	PRE-TEST*	POST-TEST**	INCREASE
1	06	08	02
2	25	66	41
3	08	20	12
4	10	25	15
5	35	63	28
6	05	40	35
7	25	68	43
8	35	58	23
9	63	66	03
10	14	72	58
11	72	61	-11
12	12	56	44
13	07	66	59
14	15	50	35

*Pre-test was administered February 13, 1974
**Post-test was administered May 24, 1974

TABLE XII

PRE-SCHOOL EVALUATION CHECK-LIST

		Feb. 13, 1974 Pre-Test		May 24, 1974 Post-Test	
		% Yes	% No	% Yes	% No
I.	Language Development				
	Uses simple, complete sentences of at least 3 words	82	18	88	12
	Uses I, you, and me fairly well	82	18	82	18
	Responds to prepositions-put the toy on the chair, under the table	88	12	82	18
II.	Motor Development				
	Can roll a ball	88	12	100	0
	Can throw a ball	76	24	88	12
	Can catch a bounced ball	6	94	53	47
	Can jump in place	76	24	88	12
	Balances on one foot for 5 seconds	6	94	65	35
	Can string large beads	82	18	100	0
	Copies drawing of a circle	0	100	53	47
	Uses scissors with control	18	82	24	76
III.	Creativity				
	Uses play dough to make objects	35	65	88	12
	Plays adult roles in free-play	35	65	88	12
IV.	Self-Image				
	Knows own sex	88	12	82	18
	Knows mother's & father's names	59	41	82	18
V.	Nutrition				
	Tries new foods willingly	41	59	100	0
	Uses proper table manners	41	59	88	12
VI.	Medical				
	Appears healthy	100	0	100	0
VII.	Time Concepts				
	Knows the day of the week	6	94	35	65
	Knows own birth date	6	94	24	76
	Knows the meaning of yesterday	0	100	29	71
	Knows the meaning of tomorrow	0	100	29	71
VIII.	Body Image				
	Knows body parts	41	59	71	29
	Distinguishes right & left	0	100	59	41
IX.	Cleanliness & Health Habits				
	Uses the toilet independently	88	12	100	0
	Washes & dries his hands	94	6	100	0
	Shares in cleaning & tidying up the classroom	88	12	88	12
	Uses a tissue properly to blow his nose	71	29	88	12

"Ride-The-Reading-Rocket" Program. This was a summer Television Program which ran from June 3 through July 26, 1974. It was aired daily, five days a week, 30 minutes per day.

The program was mainly for children beginning the second grade in the fall. However, it involved children who were going into both the second and third grade and in some few instances children in the fourth and fifth grades.

"Ride-the-Reading-Rocket" was designed to aid the child in retaining knowledge learned in first grade. In addition to the daily lessons, children were given spelling tests, reading tests, and books to read. The television instructor was "Miss Sandy."

To check each student's progress, ten college girls were hired to go into the migrant homes each day to check the workbook of the child from the TV lesson of the previous day. After this was done they would play educational games or read a story aloud to the child.

Parents were encouraged to work with the child in addition to the TV lesson. Parents were very appreciative of the fact that the college students were interested enough in their children to come into the home.

To see how well the children progressed in the program the WRAT test was given to each one. Of the 99 children in the program, 85 completed both the pre-test and the post-test. The average score for the pre-test was 24.46, while the average score for the post-test was 28.13. This was an average gain of 15 percent.

Students were also given the attitude test to see if their attitude had changed toward school and, if so, how much. The Scale of Student Attitudes was the instrument used in this evaluation (Appendix A). Students were rated at the beginning of the program and at the end. As with the

WRAT test 85 children were rated at both times. The average of the beginning ratings was 16.56. The average of the ratings at the end was 18.21. This was a gain of 9.9 percent.

XIX. PROGRAM CRITIQUE

There were 2,304 students designated as migrant children in the State of Missouri for the 1974 Fiscal Year. Last year a total of 2,567 children were identified. This was the second consecutive year for a decrease in children. This decrease came about because of the restrictions being placed upon the method of identification of Migrant Children and the fact that first priority was extended to first-year migrant children over five-year migrant children. Eight hundred forty nine of the 2,304 children were enrolled in tutorial programs during the regular school year, 74 were enrolled in the regular summer program, and 99 were enrolled in the "Ride-The-Reading-Rocket" program. No migrant children were enrolled in a non-public school.

During the 1974 Fiscal Year and the 1974 Summer program, 39 tutors were employed. 20 tutors worked during the regular school year and 19 worked in the Summer program. In addition to these, 27 aides were added.

In visiting the various schools and observing programs in progress the evaluating committee found certain strengths and weaknesses. Among the strengths were:

1. The programs of Career Education located in seven school districts
2. A low teacher-pupil ratio
3. A strong and growing inservice training program
4. A willingness to try new ideas
5. Good rapport between migrant program personnel and regular school district personnel
6. The enthusiasm and ability of the entire Migrant Resource Center staff

7. In general, the high caliber of teachers in the tutorial program
8. Health services provided
9. The Resource Center Library

Among the weaknesses were:

1. The staff is still too small in numbers to meet the needs of the program
2. Communication between parents and the schools needs to be improved
3. The Resource Center Library is housed in too small an area
4. Poor scheduling of some students into migrant classes
5. A lack of students from the high school areas
6. Some tutors do not have classrooms of their own but must travel from room to room

Evaluation of Instructional Activities for the Regular Academic Year Program

Data pertaining to reading, spelling, and math is presented in this section.

The evaluation instrument used was the Wide Range Achievement Test (WRAT). It was administered in small groups. Children were given a pre-test and a post-test where possible. In some instances, the migrant child received only a pre-test and was gone before a post-test could be administered. This accounts for the discrepancy between the total number of students enrolled in the tutorial program and the total number shown in both Table XIII and Table XIV.

The school districts in the tutorial program and the number of children who were given both a pre-test and a post-test are found in Table XIII.

Table XIV gives the results of the tests in reading, spelling, and math as well as the number tested in each grade level. The results are presented in means as a mean gain or mean loss for each area and grade level. For example, when looking at the reading results for grade eight, we find that a mean gain for all students in this grade was 1.043 which was slightly higher than one complete grade level gained in reading from the time of the pre-tests to the post-tests.

The data includes only the results of the students who were given both the pre-test and the post-test.

From the results of the tests it must be said that the tutorial program was successful. Only in kindergarten was there any loss shown and the losses here were very slight. In most cases, the gain made in each area at each grade level far exceeded a half year gain.

Consideration must be given to the fact that the migrant family is highly mobile and these students seldom remain in one school for any great length of time during their formal education. Furthermore, in most instances, their total days attendance during the academic year falls below that of students not identified as migrants.

The Scale of Student Attitudes, located in Appendix A, was used to try to ascertain the difference in students' attitudes toward school at the beginning of school and at the end of school. Student attitudes were rated by tutors once within the first two weeks after school began and again during the last week of school. The results of these ratings, along with the number of children rated and the grade levels, is shown in Table XV.

TABLE XIII

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED

SCHOOL DISTRICT	NUMBER TESTED
CLARKTON	17
COOTER	44
DELTA C-7	60
EAST PRAIRIE R-II	15
EXETER R-VI	27
GIDEON NO. 37	32
MALDEN	15
MC DONALD COUNTY -	46
MONETT	28
NEW MADRID R-I	71
NORTH PEMISCOT R-I	30
ORAN R-III	23
PEMISCOT R-III	24
PUXICO R-VIII	17
RISCO R-II	61
SENATH C-8	74
SOUTHLAND C-9	28
TOTAL 17	612

TABLE XIV

WRAT TEST RESULTS FOR EACH GRADE LEVEL
DURING THE REGULAR PROGRAM

GRADE	NUMBER PUPILS TESTED	MEANS RESULTS											
		READING				SPELLING				MATH			
		PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS
K	11	.927	.918		.009	.409	.436	.027		1.164	1.109		.055
1	52	1.094	1.929	.835		1.062	1.654	.592		1.290	1.863	.573	
2	84	2.327	3.042	.714		1.996	2.646	.650		2.287	2.902	.615	
3	94	3.048	3.732	.684		2.624	3.406	.782		2.982	3.680	.698	
4	90	4.183	4.700	.517		3.752	4.350	.598		3.877	4.594	.718	
5	82	4.454	5.206	.752		4.174	4.589	.415		4.434	4.907	.473	
6	75	5.479	6.411	.932		4.853	5.231	.377		5.073	5.664	.591	
7	42	5.164	6.157	.993		4.940	5.310	.369		4.976	5.355	.379	
8	46	5.789	6.833	1.043		5.659	6.222	.563		5.433	5.974	.541	
9	9	6.611	6.067	.456		6.633	6.900	.267		5.889	5.911	.022	
10	2	4.600	4.800	.200		4.450	4.750	.300		4.600	5.350	.750	
UN-GRADED	25	2.372	2.760	.388		2.268	2.600	.332		2.676	3.084	.408	
	612												

NOTE 1: TABLE SHOULD READ: In Grade One, 52 children tested experienced a mean gain of 835 thousandths in reading, 592 thousandths in spelling, and 573 thousandths in math.

NOTE 2: All pre-tests, post-tests and gain or loss scores are shown in grade equivalent.

TABLE XV

SCALE OF STUDENTS ATTITUDES' RESULTS
BY GRADE LEVEL FOR THE REGULAR PROGRAM

GRADE	NUMBERS OF PUPILS RATED	MEANS		PERCENTAGE	
		PRE-RATING	POST-RATING	GAIN	LOSS
K	11	20.27	22.66	[illegible]1.79	
1	61	17.62	19.12	7.40	
2	96	18.91	20.81	10.05	
3	104	19.00	19.89	4.68	
4	96	19.43	21.74	11.89	
5	99	18.37	19.35	5.33	
6	78	18.75	20.60	9.87	
7	41	18.90	19.71	4.29	
8	43	19.55	20.67	5.73	
9	10	18.50	21.10	14.16	
10	2	21.50	19.50		9.30
UN-GRADED	33	14.85	15.79	6.32	

NOTE: The percentage of gain for Kingergarten should be read as 11.79% gain.

XX. SUMMER SCHOOL PROGRAM

The summer programs began in June and lasted for six weeks.

The evaluation team found that the schools focused their programs basically on reading and math. Tutors also gave help in the other academic areas when they found the need. One school district had only a pre-school program.

The objective of the programs varied in the different schools. In general, the objectives were to:

1. Provide educational services to migrant children
2. Provide recreation for migrant children
3. Raise achievement level in the subjects taught
4. Prepare pre-school children for kindergarten

The facilities in some cases were better than average. Some classrooms were air-conditioned and large-sized.

The school day usually began between 7:30 and 8:30 a.m. and ended around 1:30 p.m. In some instances both breakfast and hot lunches were served to the children. Hot lunches were available to all the children.

The classes were taught in different ways. Some schools kept the students in a regular class for half of the school day and with the migrant tutor the other half day. Others had special classes for migrant students only. In another instance, because of the small number of students, each migrant student received personalized attention on a one-to-one basis.

In all situations, it was noted that there was an ample supply of both materials and equipment for use when needed. The materials and equipment not available through the school were made available through the Migrant Resource Library.

On the basis of the information obtained by the Evaluation Committee from visits in the schools talking with tutors, administrators and students the following conclusions were drawn:

1. Attendance was erratic and poor
2. The students were given a good instructional program which was worthwhile
3. Some programs needed to be of longer duration
4. Parental involvement, in general, was lacking

The following recommendations are herewith offered:

1. Schools should set up specific objectives
2. A concentrated effort should be made to improve attendance. This seemed to be the most pressing problem of the program.
3. Consideration should be given to lengthening some of the programs. Some programs were too short to accomplish the objectives.
4. Persons involved in the program should continue their efforts to try to interest the parents of migrant children in the program. This should be a concentrated effort on the part of the schools and the Migrant Center.

Objective data pertaining to the summer program was assembled. The instrument used was the Wide Range Achievement Test (WRAT).

The school districts operating summer programs in which both a pre-test and a post-test were administered and the number of children who took both tests can be found in Table XVI.

The data found in the results of the tests tends to show that the summer program has a useful value. The gains shown were not as great as

during the regular school year program, but the time-span covered was very short in the summer program when compared to the regular program. There was not one case of a loss in any grade level. The results of the WRAT tests are found in Table XVII. The data includes the results of students who were given both the pre-test and the post-test.

As was done in the regular school year, the Scale of Student Attitudes was used in the summer program (Appendix A). Table XVIII gives the results of the student attitudes for those children who were given both the pre and post rating.

TABLE XVI

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED FOR SUMMER PROGRAMS

SCHOOL DISTRICT*	NUMBER TESTED
EAST PRAIRIE R-II	17
MALDEN	9
MONETT	8
NEW MADRID R-I	12
PUXICO R-VIII	7
TOTAL 5	53

*Gideon School District had a pre-school program with 9 students enrolled. No tests were given these children.

TABLE XVII

WRAT TEST RESULTS FOR EACH GRADE LEVEL
FOR THE SUMMER PROGRAM 1973-74

		MEANS RESULTS											
		READING				SPELLING				MATH			
GRADE	NUMBER PUPILS TESTED	PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS
K	3	.367	.433	.067		.333	.700	.367		.533	.633	.100	
1	9	1.244	1.356	.111		1.044	1.333	.289		1.489	1.622	.133	
2	11	2.764	3.191	.427		2.600	3.045	.445		2.555	2.936	.382	
3	7	2.729	2.743	.014		2.729	2.614		.114	2.657	2.900	.243	
4	12	3.558	3.967	.408		3.392	3.850	.458		3.867	4.175	.308	
5	5	3.660	3.860	.200		3.560	3.860	.300		4.140	4.440	.300	
6	6	5.450	5.467	.017		5.000	5.000	.000		5.033	5.250	.217	
	53												

NOTE: TABLE SHOULD READ: In Grade One, 9 children tested experienced a mean gain of 111 thousandths in reading, 289 thousandths in spelling, and 100 thousandths in math.

TABLE XVIII

SCALE OF STUDENT ATTITUDES' RESULTS
BY GRADE LEVEL FOR THE SUMMER PROGRAM

GRADE	NUMBER OF PUPILS RATED	MEANS		PERCENTAGE	
		PRE-RATING	POST-RATING	GAIN	LOSS
K	3	14.00	14.00	0.00	
1	11	14.45	19.27	33.36	
2	13	16.54	21.08	27.45	
3	10	17.40	19.10	9.77	
4	19	15.68	19.42	23.85	
5	7	20.43	23.29	14.00	
6	7	16.43	18.86	14.79	

NOTE: The percentage of gain for grade one should read as 33.36% gain.

XXI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objectives of the program were:

1. Identify migrant children as they enter the State of Missouri.
2. Provide a complete educational and health record for each migrant child identified.
3. Raise or maintain the educational level of migrant students.
4. Screen migrant children for health problems and arrange for health services as needed.
5. Increase parental involvement.
6. Expand Career Development program.
7. Improve quality of migrant staff members employed at the Migrant Center.
8. Research existing Career Development programs for their contribution to migrant education.

The total number of migrant children enrolled in the State was 2304. These children were located in 14 counties, with the vast majority centered in the "Bootheel" counties.

Some of the services provided through the Migrant Program were:

1. A tutorial program during the regular school year enrolling 849 children.
2. A tutorial program in summer school enrolling 74 children.
3. Health services provided for 193 children.
4. Library services provided to 30 school districts.
5. Some form of diagnostic service provided for children in 37 school districts.

Two strong points of the program were the expansion of the program on Career Education, from three schools last year to seven schools this year, and the strong emphasis placed on inservice training for all migrant staff personnel.

The Migrant Center staff members carried on many workshops. They varied in scope and were valuable aids. All of the workshops received a high rating by the participants who evaluated each of them.

Health Services was an important part of the program. This was handled by a registered nurse who was a staff member of the Migrant Center.

The Resource Library handled all materials, equipment, textbooks, etc., for the tutorial programs. Materials were also available to schools with migrant children without tutorial programs. The Library was well-managed and offers materials and equipment that could not be duplicated elsewhere.

The staff from the Migrant Center which included the coordinator, guidance counselor, reading clinician, two social workers, and a math specialist provided special services in their areas when and where needed.

Data for the evaluation was gathered by the evaluation team of three persons visiting various schools, and the use of standardized test results. The test results can be found in Sections XIX and XX of this report.

Conclusions

Conclusions of this evaluation are based in part on the observations of the evaluating team, and in part on the objective instruments used to gather data.

1. The Migrant Program did an effective job in meeting its objectives with the exception of objective 8 which was not approved.
2. Staff members of the Educational Services and Records Center are conscientious, dedicated and competent.
3. Progress was shown by migrant children in the areas of reading, spelling, and math.
4. Methods used in the instructional program seem effective in improving the educational level of competence for migrant children.
5. Special and supportive services which were rendered were being good.
6. The Migrant Library is a tremendous asset to the entire program.
7. Methods of identifying migrant children are well defined.
8. Support for the tutorial program in schools where tutors work is very good by both administrators and teachers.
9. Parents of migrant children are still hesitant to participate and communicate with the schools.

Recommendations

The following recommendations are made with the idea that they will aid in improving the program:

1. Enlarge Library facilities.
2. Set up policy on cleaning and checking equipment to be sent to schools from Library Resource Center so it will be in working order at all times.
3. More space is needed for the Migrant Records Center in Cape Girardeau.
4. A full-time staff member is needed to continue expansion of the Career Development program so it will reach into the high schools.

5. Expand efforts to involve more parents of migrant children.
6. Staff should be increased in the tutorial program in the New Madrid School District and at the Migrant Records Center.
7. More effort should be directed toward including more junior and senior high school migrant children in the program.
8. Continue to improve classroom facilities.

APPENDICES

EVALUATION School District _____

Tutor _____ School Plant _____

MIGRANT STUDENT'S NAME _____ Student I.D. _____

FIRST YEAR MIGRANT _____ FIVE YEAR MIGRANT _____
(Check appropriate space)

SUBJECTS BEING TUTORED _____

LENGTH OF TIME PERIOD WITH TUTOR: _____ to _____

DAYS WITH TUTOR (Circle) M T W TH F

Grade Placement _____ Date Enrolled _____ Date Dropped _____

Days Absent _____ Present _____ Total Enrollment _____

WRAT PRE-TEST _____ SCORES _____ _____ _____
Reading Spelling Math

WRAT POST-TEST _____ SCORES _____ _____ _____
Reading Spelling Math

[1]to be given two weeks after school starts

[2]to be given during last week of school

	Pre-test[1]					Pre-test[2]				
General attitude toward school	Very Good	Good	Indifferent	Poor	Very Poor	Very Good	Good	Indifferent	Poor	Very Poor
Interest in learning										
Cooperation with other pupils										
Cooperation with teachers										
Attends school regularly										
Self-understanding										
Desire for self-improvement										
Work habits										

EVALUATION OF WORKSHOP

Would you please answer the following questions by circling the appropriate number. Ten would be excellent down to one as poor.

1. This workshop was relevant to problems I encounter while working with migrant students.

   1 2 3 4 5 6 7 8 9 10

2. The materials presented will be useful with migrant students.

   1 2 3 4 5 6 7 8 9 10

3. This workshop was informative.

   1 2 3 4 5 6 7 8 9 10

4. Adequate arrangements for the personal involvement of the workshop participants were made.

   1 2 3 4 5 6 7 8 9 10

5. Overall I would rate the workshop.

   1 2 3 4 5 6 7 8 9 10

6. Optional: What kinds of materials and/or subjects would you like to see made a part of a future workshop?

   _____

   _____

   _____

   _____

   _____

   _____

EDUCATIONAL SERVICES AND RECORD CENTER FOR MIGRANT CHILDREN

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Record Center for Migrant Children.

A. The Educational Services and Record Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and the American Association of School Administrators in 1961...

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason...Basic to this development is physical health, since disease, defects, or disability may interfere with learning..."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases, and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for Migrant Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservoir and will be used only after all community, school, and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the project-Title I Elementary and Secondary Education Act PL 89-10 as amended by PL 89-750.

> "Any child who attends at least two schools during the school year as a result of his parents or guardian moving to seek or acquire employment in agriculture or agriculturally related occupations."

C. Before services are rendered the child must be identified by filling out the 'Student Enrollment Transmittal Form' for Migratory Children by the school the child is attending and the return of this form to the Record Center. This will be transmitted to the Data Bank in Little Rock and a copy sent to the reporting school.

D. All schools reporting migrants are eligible for the program and will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. This referral should then be sent to the Educational Services and Record Center for Migrant Children. From this point the nurse associated with the program, in cooperation with the school nurse from the referring school (if there is one) will check through services available to this child from the various agencies and community resources. Home visits will be made to assure cooperation with the parents and eligibility for assistance secured through community groups (churches, clubs, health agencies or the Migrant Program.) If it is found that the Migrant Program is the only applicable resource, examination by the proper medical services will be authorized.

If extensive care is needed an estimate will be required and will be approved or denied before work is continued.

When all of the above qualifications are met--the Educational Services and Record Center will be able to provide for:

1. Visual examination and corrective glasses if needed.

2. Dental examination and repair (with approval of submitted estimate of services to be rendered). See note #1.

3. Medication to control, alleviate or prevent disease.

4. Operations which would enable the child to take advantage of educational opportunities. Such as tonsillectomy and adenoidectomy, hernia repair, etc. See note #1.

5. Emergency care of accidents. See note #1.

6. Health teaching on an informal basis in the home by the nurse with the Migrant Program if requested.

Note 1: Items 2, 3 and 5 are subject to approval by the Dean of Instruction and the Director of the Migrant Program.

Kindergarten through high school children are eligible. Pre-school children can be served if they will be entering school thefollowing year and their health problem would be a severe handicap to entering school and taking advantage of our primary aim--education.

I. D. # _____

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by _____ Date _____

Child's Name _____ Date of Birth _____

Address _____ Phone _____
No. Street Town

Date Enrolled _____ School _____ Grade _____

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

Other Children in Family -

Names	Date of Birth	Names	Date of Birth

Disability -

Vision 20/ (R) 20/ (L)

Dental _____

Hearing _____

Other _____

_____

_____

Date of Last Examination _____ By Whom _____

Referral - Health Problems
Page # 2

Recommendations for Services Required_____

_____

_____

_____

Attending Physician_____

Estimate of Total Fee for Service_____

_____

_____

Other Resources Contacted and Description of Assistance Received, if any:

1._____ 3._____

2._____ 4._____

FOR USE BY RECORD CENTER ONLY:
Estimated Services $_____Approved_____Not Approved____

Approved By_____Date Approved_____

Services Completed_____

_____

_____

Please send completed form to:

Educational Services and Records Center for Migratory Children
of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

INSTRUCTIONS FOR HEALTH REFERRAL FORM

In order to secure health services for the children identified as migrant in your school district, a Health Referral Form should be completed by the school nurse or person concerned with the health problem, (teacher, health aide, etc.)

This form should be as complete as possible including complete name, date of birth, address, date enrolled, school, grade, parents name and other children in the family. The disability should be described as nearly as possible. The date of the last examination and physician should appear on the referral.

This is followed by "Recommendations for Services Required" and pertains to what needs to be done to bring about more desirable health for this child (example, needs complete physical and immunizations brought up-to-date).

The name of the physician who will be attending the child should be included if possible. An estimate of the total fee for the services to be rendered should be included. Example; initial exam for dental work including full mouth X-rays $15.00; or examination and glasses, if needed, exam $10.00, glasses $23.00. (The referring party should include the names of any other agencies or civic groups contacted for assistance with these services).

The last portion of the Referral (enclosed in a box) will be filled out by the Migrant Center as requests are fulfilled.

The letter enclosed with the Health Referral should be returned with this Referral. The return address must be filled in. This will be sent to you indicating approval or denial of your request.

It will be the responsibility of the school or referring party to make arrangements for appointments and transportation, if parents are unable to do this.

Bills should be sent by the physician to the school referring the child. The school should then forward this statement for services to the Educational Services and Records Center for Migratory Children for payment.

SOUTHEAST MISSOURI STATE COLLEGE
Mark Scully, President
Cape Girardeau, Missouri 63701

Migratory Children Education
and Record Center
354 Henderson Street

Referring Party_____

School_____

City_____

Your request for services from the Educational Services and Records Center for Migratory Children for _____ has been approved in the amount of _____, denied_____, other_____

_____

_____

_____

You may proceed with services as indicated above.

Sincerely,